

**PROBLEMS ENCOUNTERED BY STUDENT-TEACHERS
IN SMPK SATYA WACANA AND SMPN 1 BANYUBIRU
IN SEMESTER II, 2017 ACADEMIC YEAR**

THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan



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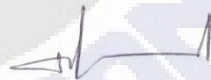
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Abstract

This study aims to find out about what problems were encountered by student-teachers during their teaching practice in SMPK Satya Wacana. The participants of this study were five student-teachers who had passed their teaching practice in Junior High Schools (SMP) in SMPK Satya Wacana, Salatiga. Purposive sampling was used to select the participants of this study. The participants were interviewed one by one with ten interview questions to collect data. Interview questions were used to obtain the information. The data collection for this study used a qualitative method and results of this study were taken from interview.

The results of the study were then discussed in four categories. The findings showed that some of these student-teachers that taught English in SMPK Satya Wacana faced varied difficulties related to internal factors and external factors. Based on their experiences, these student-teachers claimed that they faced some difficulties such as managing classroom, material delivery, and confidence problems. From this study, TEFL students are expected to benefit this study for their reference and for research material.

Keywords: teaching practice, student-teachers, experiences, problems.

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Introduction

Background of the Study

The development of education for mankind is inevitable. There are many factors and aspects that affect a person's life related to education. In this context every nation these recent times is racing one another in modernization to raise their people's life value, and education is the answer. In education there are many aspects and factors that determine the progress that the learner have made or achievement that learner have to achieve and/or determine the advancement in one nation's or community's education.

According to Houston (2009) "those aspects are learning, teaching, and curriculum. And in teaching the most crucial factor since thousand years ago is the teacher. A student who is in training or in learning to be a teacher is called *practice-teacher* or *student-teacher*." (Houston, 2009, p. 16)

Teaching practicum is a course that is required to be taken by the student of Teaching and Education. Also, teaching practicum is known in a variety of terms, such as; "practice teaching, field experience, apprenticeship, practical experience, and internship" (Gebhard, 2009). Teaching practicum is a chance for student-teachers to practice their teaching in real teaching environment before they graduate and do the real teaching. Student-teachers are seen by school students as a secondary teacher. One of my colleagues explained his experience during teaching practicum and he was absolutely nervous for the first time. While he was teaching, many students did not care so much about the lesson. But once school students pay attention, they will assess student-teachers based on the standard of their real teacher. Therefore, it burdens student-teachers.

The key in successful teaching is not when a teacher keeps feeding their students rather than when the teacher and the student respond each other and communicate the input and output to develop strong foundation in students' learning process as taken from Mehdipour, Y. (2013) "Teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful." (Mehdipour, Y. 2013, p. 1-5)

A student-teacher should have enough knowledge of what they will do and how they should be when they become a teacher soon after they are graduated (Biesta, 2014). One of them is that they should know what their strength and weakness are. There are benchmarks of The Good teacher as mentioned in 'What is a good teacher' by Williamson (2013). The indicators are teacher behaviours, aptitude, and theoretical competencies.

Research Questions

Student-teachers always face some certain level of problems before they begin their teaching practicum, such as anxiety, confidence, and preparation. However, in this study only anxiety issue that faced by student-teachers that will be discussed. And most of the students that major teaching and education would have wanted to know the cause. This study was conducted to answer the question:

What problems were encountered by student-teachers during the teaching practicum?

The aim of this study is to find out problems dealt by student-teachers to know what sort of problems they've been dealing with. The focus of this study is to support previous studies in which Student-teachers and its preparations and or proficiencies are discussed.

Review of Literature

Theoretical Background

1. Student-Teachers

Numerous research on Student-teachers have been conducted in the field of language teaching programs worldwide. Also, in Indonesia the evaluation of teaching and learning in this country is rising every year. Also followed with the demand of proficient teachers. According to Biesta (in press/2014) the idea of competence, “has more than just rhetorical appeal” (Biesta, in press/2014,). Its introduction marks an important shift in focus from what teachers should know to what they should be able to do, and potentially even to how they should be. What Biesta (2014) tried to emphasize is the idea of competencies of a teacher is that the teacher should be able to decide what is important and what is not according to what the teacher has learned while they’re still a student.

Another relevant study by Batenburg (2013) which discussed a process in pre-service language teacher training mentioned that a university has the responsibility to provide sufficient education to prepare their students (especially Education and Teaching Program) to be a proficient teacher before involving in Pre-Service training (Batenburg van, E. S. L, 2013, p. 4). Thus this is the task of the university where Student-Teacher (Pre-Service teachers) came from. Student-teachers who need to achieve a few competencies following the decentralization of education in Indonesia where teachers will be the most important role in the advance progress of education in Indonesia (Tim Pembekalan PPL UNY, 2013, p. 9).

2. Teaching Practicum

There are many terms of teaching practicum as mentioned by Gebhard (2009) also defined teaching practicum as “practice teaching, field experience, apprenticeship, practical experience, and internship” (Gebhard, 2009, p. 253). There have been many previous studies about student-teacher though relevant however in different variety of context. But to assess the student-teachers competence we need what is called a benchmark or indicator to know how good or how bad the student-teacher is so far in their practicum. And there are few articles that I’ve found and those articles could be a good determiner of what a good teacher is and how we will evaluate or use it as a reflection for student-teachers.

According to Kennedy (1999), Pre-service teacher education is ideally situated to develop such a shift in thinking. It is located squarely between teachers’ past experiences as students in classrooms and their future experiences as teachers in classrooms. From their experiences, teachers develop the ideas that will guide their future practices. From what Kennedy has mentioned that a teacher needs enough experience before getting involved in real teaching environment known as Pre-Service training. Hence, the term teaching practicum. (Kennedy, 1999).

Teaching practicum is a chance for student-teachers to practice their teaching. In their practicum, student-teacher will be able to enhance their professionalism in teaching skills that can only be achieved through the practice in the real classroom situation (Wallace, 1991). Mukhibad and Susilowati (2010) also supported the idea by saying that teaching practicum is one of the curriculum’s crucial components that integrate students’ understanding and the practice.

Student-teachers are required to be guided by a mentor usually chosen based on the same subject as the student-teacher. As said by Fung (2005) “Mentor or cooperating teachers take the role of reflection facilitator by posing examples, analysing and interpreting teaching practice, challenging student-teachers for value justifications and encouraging positive dispositions in teaching” Mentor teacher In teaching practicum help student-teachers with their teaching. Mentor teacher is expected to give feedback toward student-teachers teaching.

A mentor teacher’s duty is to give some input to student-teachers and guidance to accomplish tasks such as administration, disciplinary procedure, and cooperative working with other teachers (Wallace, 1991). However, in teaching practicum, several problems do occur along the way. There are obstacles to be considered to ensure that the practice process runs smoothly. There are many factors that can affect the result of practicum for the student-teachers such as technical and psychological problems.

Problems Faced by Student-Teachers

1. Problems in Teaching Practicum

There are many aspects that need to be considered in a teaching practicum in order to achieve the goals of the practicum. In teaching practicum, it is important to examine how EFL university and mentor teachers can assist pre-service teachers to have a better understanding of their practicum experience (Trent, 2012). From the previous study by Sariçoban (2010), he found that the first problem in teaching is that student-teachers need to perform certain teaching skills that they are lacking. This problem occurs because there is a gap between the academic institution and the current real teaching situation. The next problem in teaching practicum identified by Wang and Odell (2002) is

psychological and emotional pressure. This factor can affect student-teacher performance in teaching and need to be examined thoroughly.

2. Students' Attitudes

At the beginning of teaching, student-teachers may find themselves confused with what attitude that the students may give to them and what attitude they may receive when teaching. This is one of the internal difficulties in teaching practice. Inevitably, disappointment, self-confidence, stress and other psychological drawbacks may occur to student-teacher who are new to real teaching. Furthermore, Priambodo (2012) found that there are Internal factors that affect student-teachers' attitude in perceiving classroom which they teach. Those factors includes material preparation, teaching technique, classroom management, time management and self-confidence problem.

Moreover, as mentioned by Rakasiwi (2013) some pre-service teachers might see themselves as sufficient enough to teach English in a classroom. However, there were also pre-service teachers who thought that their ability was insufficient yet. Teachers who found that they are capable or ready to teach a real student despite Micro Teaching Class might get a shock. On the contrary, teacher whose mind-set to 'never had enough (must try harder)' may prepare for better or worse. Beside of that all student-teachers will get experiences toward their teaching and affect their psychological perception. As well as other factors, attitudes may be received by student-teachers as punch to their purpose which means the first impression of student-to-teacher and teacher-to-student may and/or may not affect student-teachers' teaching performance later on.

3. Student-Teacher Anxiety

Anxiety in teaching is a very common term. Other terms might suggest “nervous”, “pressure” or “unconfident”. In the book written by Guillaume & Rudney (1993) student-teacher is described as “that are labelled in the field’s literature, “an insight can be gained” regarding the problems student-teachers face” (p. 65) Aside of student-teachers’ perceptions, concerns, anxieties, problems, or however else. (Guillaume & Rudney, as cited in Parker 2011). Although not every student-teacher face all kind of anxiety and stress most of them have one innate anxiety caused by their attitude toward teaching.

Some senior teachers who are already in service may have left certain attitude that shaped them from what they are from to what they have got during teaching practicum, and may assert new teacher and student-teacher with what they believe and usually *told new teachers what to do* that suitable for the classroom based on their experience (El Kadri & Roth, 2015, p. 2). Moreover, a student-teacher sometimes trained with the same workload as an in-service teacher. The fact that student-teacher is not an actual teacher but rather they are learner themselves makes an ambiguity for student-teachers who were supposed to be using teaching practicum as a “learning to teach” opportunity (Mtika, 2011, p. 553)

Moreover, student-teachers have to deal with many kinds of students. One of the obstacles that produces more pressure is when a student-teacher meets or deals with passive students (Rakasiwi, 2013). Passive students are one of many factors that necessarily build anxiety in student-teachers as they are perceived as an equal teacher rather than a student who is in training of teaching.

Based on (Parker, T. et al., 2011) this matter raises other factors for student-teachers' psychological problem. Now that the fact is (a) Student-teacher is a potential of a nation's next-generation educator however, (b) student-teachers usually burdened with so many workload and (c) mentor-teachers force their ideas rather than guiding student-teachers' self-experience. Furthermore, students often (d) see student-teachers as "temporary" teachers and thus student-teachers often taken lightly or restricted to only limited teaching methods.

Those factors are both internal and external factor that builds integrative anxiety and stress over time. And in this study, it is important to know how student-teachers deal with those kinds of matter for later to be shared as experience in teaching practicum.

The Study

Context of Study

The study is included in the field of Teaching English as a Foreign Language. It was conducted at the Faculty of Language and Arts of Universitas Kristen Satya Wacana. The subject was chosen based on their service in teaching practicum, in Semester II 2017-2018 academic year.

Sample (participants)

The participants consisted of 5-(five) person who did their teaching practicum from January to March 2017 in SMP Kristen Satya Wacana (SMP Lab) and SMPN 1 Banyubiru. The participant are from PBI FBS, UKSW, from various batches, various ages range, and all were male. The first participants are Mr. L (FBS-PBI UKSW 2009, stationed at SMP Lab), then Mr. A (FBS-PBI UKSW 2013, stationed at SMP Lab), Mr. J (FBS-PBI UKSW 2013, stationed at SMP Lab), Mr. D (FBS-PBI UKSW 2013, stationed at SMP Lab), and the last is Mr. R (FBS-PBI UKSW 2013, stationed at SMPN 1 Banyubiru).

Researches Methodology

I reckon that this study is deeper than just observing student-teachers' behaviour or counting their duty hours. The effective method to gather data for this research is to directly get the data from the student-teachers who were teaching in semester II, 2017 academic year by using an interview questions. Student-teacher of PBI, as much as five participants of PPL teacher January-March 2017 period were interviewed. The data furthermore, were a material for this study. And after the data had been collected, the observation data were analysed according to the indicator mentioned following the

research instrument. The data is the main material to be analysed which later on were extracted into problems and solutions.

Data Collection Procedures

The procedures used in this study were a semi-standardized interview procedure where the interviewees were interviewed using open-ended questions for richer findings. In the beginning, the subject or the participants were asked for an appointment to be arranged according to their time and schedule. Then, the interviews were done separately, one by one participant in the first quarter of the year 2018 (around January-March).

Interview Protocol

The data collection instrument for this study used an interview questions and recording device. The interviews session used an interview protocol to avoid wasting time and unwanted data with the following guidelines:

1. Participants mentioned their current status at the university.
2. I asked whether they were ready and/or willing to be interviewed for academic purpose.
3. Participants to be asked when the teaching was conducted and where (a teaching practicum introduction.
4. Participants briefly explained their experience during teaching practicum.
5. Questioning/ interviewing session.
6. If grouped, the interview would be done by allowing them to talk one person at a time.
7. The setting was informal with guiding questions.

8. I allowed the participants to have some beverages, and, snacks.

Interview Questions

The interview was done in Indonesian for ease of interview process. The following are the interview questions with the English translation:

1. Kekhawatiran apa saja kah yang saat itu muncul di benak anda saat pertama praktek mengajar?

What worried you the first time you started practice teaching?

2. Bagaimanakah anda menghadapi murid-murid yang di luar dugaan anda saat anda praktik mengajar?

How did you deal with students who are beyond your expectations when you practice teaching?

3. Bagaimana menurut anda penilaian guru pamong terhadap anda?

What do you think about your mentor-teacher's assessment toward you?

4. Pelajaran apa saja yang anda dapat setelah praktek mengajar?

What kind of lessons you have got from teaching practicum?

5. Evaluasi apa yang bisa anda bagikan setelah praktikum? (pesan dan saran)

What kind of evaluations you can share from your teaching practicum?

Data Collection Methods

The steps of collecting data were as follows:

- First, setting an appointment with each participants
- Each participant might have different time availability. Therefore the interviews were conducted separately
- After the data were acquired from the interview, the data were transcribed and analysed based on the literature review related to student-teacher's problems at during the teaching practicum.
- After the data had been analysed, the data were categorized and written in a table.

Data Analysis Procedures

After the data had been collected from interviews, the data were transcribed as it was in the form of voice recording, analysed and then drawing conclusion. The findings were explained as follows:

- Introduction
- Explanation (Sorted in numbers)
- Excerpts (To clarify the explanation)
- Conclusion (Include but not limited to suggestions)

The analysis was done based on the Literature Review section which the result can decide the brief answer to the problem. And later the conclusion and suggestion could be drawn from the result of the analysis.

Findings and Discussion

There were several problems faced by student-teachers in their teaching practicum. In this section, the problems that student-teachers' faced will be discussed by categorizing it into four kinds of problems. In each point, the explanation will be elaborated based on the excerpt that were extracted from the interview analysis. Later on, based on the findings then the problems will be analysed to draw the conclusion. Several pieces of evidence were found after the data were analysed that fulfil the needs to answer student-teachers' problems such as anxiety, preparation and teaching skills at the beginning of teaching practicum. According to the data that have been gathered from interview sessions the problems are as follows:

- 1. Relatively new environment.**
- 2. Problems related to school students.**
- 3. Problems related to mentor teachers.**
- 4. Student-teachers' background knowledge and preparation.**

The problems are explained and elaborated based on each participant's explanation during the interview section showing "P as Participants – (1 to 5)", the explanation will be on Indonesian followed by the English translation of each Participants' (P) explanation.

1. Relatively new environment:

The participants were asked about their attitudes toward teaching English in SMP (Junior High School). It was revealed that most of the student-teachers were not well prepared to face any unexpected situation. Also, they were not well prepared mentally to

deal with an unexpected new situation. There were cause and effect such as the **relatively new environment**. The proof that student (especially junior high) may perceive student-teachers as strangers (in teaching and learning context). **P-4**'s answer showed that there were worries towards student behaviour, not only student but also staffs and teachers. Although this is a common anxiety although usually not many student-teachers are able to overcome it at one time (**P-2** observed and analyse be it the classroom and the student to avoid anxiety). From the data collected from the interview, it shows that behind the fact that student-teachers knew that they were getting involved in real teaching and learning in the classroom, still, student-teachers felt unprepared.

The excerpt bellow may clarify the explanation above:

P-4:

Hal pertama yang saya rasakan saat itu kaget karena belum pernah ke sekolah yang di tuju. Dan deg-deg-an juga karena belum kenal dengan murid-murid nya, dengan staf dan guru pamong nya. Kemudian karena belum pernah ke sekolah tersebut jadi belum tahu menahu tentang sekolah itu istilahnya masih “shock” saat itu. Pasti ada, saat itu kekhawatiran yang muncul sikap murid kalau nakal bagaimana ini, kalau malah lebih pandai bagaimana, kalau guru-gurunya galak bagaimana, dan sebagainya, begitu.

(First thing that I felt was that I was shocked, because it was my first time coming to that school and I did not know anybody yet. I was worried that the student might be naughty or outsmart us. I was worried that the teacher would be strict to us, I was worried because I did not know anything about the school let's say I was “shocked”. My concern was about if when the

student is misbehaving, even cleverer or something, the teachers are strict or something, and so on.)

2. Problems related to school students:

There were several problems experienced by student-teachers when they were asked about their experience during their teaching practice in SMP (Junior High school). The answers revealed their struggle in teaching practice. Student-teachers dealt with various **students' behaviour** which of course, student-teachers were aware of this common perception because student-teachers were also students as well, long before they entered college.

Moreover, **student control** is also an important factor. According to the data gathered from the interview, all of the five participants were afraid that the way they teach or deliver material would not be received well in the classroom. Simply because the student thinks that student-teachers were not a real teacher and could be taken lightly. Thus, there was no invisible collaboration like authority, obedience, and admittance from the student which means student-teacher has to build all of those first by games (like **P-5** stated in her preparation) or personal approach.

The excerpt bellow may clarify the explanation above:

P-5:

Pertama kali masuk biasa saja terus saat melihat murid-muridnya karena murid-murid rajin dan patuh (tidak terlihat nakal) jadi gugup itu sedikit berkurang gitu. Pasti ada, pertama kan aku guru baha inggeris dan aku guru baru kan takutnya

murid-murid tidak memperhatikan, dan tidak mengerti apa yang aku ajarkan ke mereka.

(I did not feel anything in particular or any kind of that the first time I entered the school, but once I saw the student and they looked good, they did not seem to be so naughty then my nervousness dropped a little bit. Of course, I was worried because I was new to them so I was afraid they wouldn't listen to me as they listen to their teacher or they couldn't understand what I said.)

Persiapan, ya pasti mental dan doa itu pasti. Terus materi supaya aku tahu haru melakukan apa lalu, aku selalu persiapkan games, karna anak SMP gampang bosan kan. Makanya aku selalu persiapkan games sebelum pelajaran di mulai.

(Mental and faith preparation is for sure. And then the material for me to know what to do later on. Then, I always prepared games because junior high school student could be easily got bored. That's why I always prepare games.)

3. Problems related to mentor teachers:

There was also another concern amongst student-teachers which was student-teacher to mentor-teacher communication. Based on the interview **P-1** after being asked with the question; *"Bagaimana menurut anda penilaian guru pamong terhadap anda?"* (What is your opinion about tutor teacher's assessment of you?) **P-1** answered *"Untuk masalah penilaian...guru pamong sih sedikit di luar harapan, dan saya rasa guru pamong tidak*

konsisten dalam memberikan instruksi. Selain itu ketersediaan waktu mengajar untuk guru PPL itu kurang”

(For evaluation...the mentor teacher was unexpectedly worse, and I think the mentor teachers weren't consistent in giving instruction. Besides, the time allocated for student-teachers was very little.)

As what **P-1** has mentioned, **P-2** and **P-3** mentioned the same case. The data revealed that student-teachers from SMPK Satya Wacana, weren't so lucky because every post-interview talking session they mentioned that student-teacher had to attend a consultation while the mentor teacher wasn't there to meet in many occasions. Furthermore, the mentor teachers demand what a “fun learning” which constructed from the *active-learning-student-centred* approach which was difficult without enough time allocated for consultation. If student-teachers and mentor-teachers could collaborate better by implementing a standard lesson plan for the day, that would be better.

4. Student-teachers' background knowledge and preparation:

There are other minor factors that affect student-teachers' performances at the beginning of teaching practicum. Those factors are **experience and background knowledge**. Student-teachers are inexperienced teachers, however, some student-teachers managed to pull out the best performance only based on what they have learned during college. Some other student-teachers could overcome any problems in teaching practicum because they have had background knowledge. For example, **P-2** usually gave a private tutorial to children next door and relatives. However, **P-3** felt excited on the beginning.

On the other hand in facing the students for the first time **P-3** felt unconfident because he has no motivation in teaching hence, he lacks the skills prepared for teaching.

Meanwhile, student-teachers who don't have any interest in teaching may find it difficult to adapt in a teaching environment in the school even in the middle of the teaching practicum, let alone at the beginning. However, there were also student-teachers who hadn't had any **experience** in teaching. For example, **P-5** has never taught in the context of formal or non-improvised teaching. However, **P-5** came prepared with games in case the student got bored or looked away during her teaching session. Outside of classroom and teaching context, **background knowledge** is important. And if student-teacher hasn't had adequate references and/or skill to put references in their teaching he/she will start to get nervous or even freeze during teaching.

The excerpt may clarify the explanation above:

P-2:

Saya merasa cukup senang, tidak terlalu gugup karena sudah terbiasa mengajar les privat gitu. Saya saat itu hanya memeriksa keadaan lingkungan. Soal kekhawatiran ada di bagian kontrol murid kan kita sebagai guru praktek dan kita sebagai orang baru di situ jadi apakah murid akan mendengarkan dengan baik saat kita mengajar atau bagaimana itu yang membuat saya khawatir.

(I feel glad and not so nervous because I used to teach in private tutorial.

At that time, I was examining the environment. I was worried about controlling students because we as student-teachers and we are new to the school makes me wonder whether students will pay attention to us accordingly or not that's what worried me.)

P-5:

Persiapan, ya pasti mental dan doa itu pasti. Terus materi supaya aku tahu harus melakukan apa lalu, aku selalu menyiapkan games, karna anak SMP gampang bosan kan. Makanya aku selalu menyiapkan games sebelum pelajaran di mulai.

(Mental and faith preparation is for sure. And then the material for me to know what to do later on. Then, I always prepared games because junior high school student could be easily got bored. That's why I have always prepare games.)

P-3:

"Excited" dan tidak sabar ingin segeramelakukan praktikum. Ya saya merasa kurang percaya diri karena ya pengalaman untuk mengajar belum ada sehingga khawatir apakah bisa mengajar dengan baik atau tidak.

(I felt excited. I can't wait to do the teaching. I was just not confident enough because I haven't had any teaching experience, so I worried about my teaching ability)

Syllabus and reports (paper problem) can be called both internal and external factor. P-1 and P-3 were asked about their complaint post interview and P-3 mentioned that what he knew that Lesson Plans were given according to the syllabus that the school has. However, the mentor teacher suggested that student-teacher should make their own lesson plan. All participants mentioned that they worked hard to prepare as engaging activity as possible only to find that the mentors were not able to give consultation in the following day. As well as Lesson Plan, **reports** were mentioned post interview. Student-teachers were required to write and compile the already signed daily report as part of requirement

to finish the teaching practicum. Credits to **P-2** and **P-3** post practicum (off the record) complained that signature alone is enough to show the professor that “we did our practicum accordingly, and no skipping days”. Therefore, as conclusion the teaching report was burdening the student-teachers as well.



Conclusion

There were several problems experienced by student-teachers such as unfamiliar or **new environment**, the real school students, mentor teachers, and syllabus. Relatively new environment caused anxiety issue. However, some student-teachers dealt with these sort of issues by various methods. Student-teachers also dealt with various school student. Student-teachers, needed to build collaboration with the student which means student-teacher has to build trust and collaboration first. Student-teacher has to deal with mentor teachers as well that sometimes showed inconsistency. Therefore, student-teachers and mentor-teachers need to build communication.

In teaching, firstly **mentor-teacher** and the student-teacher must collaborate well in making a lesson plan, consulting lesson plan and executing the lesson plan. Moreover student-teacher must prepare various activities and/or lesson plan for a different task from the mentor.

Background knowledge and student-teachers' resourcefulness are minor factors that affect student-teachers' performances. To pull out the best performance and overcome any obstacle in teaching practicum student-teachers needed to prepare interactive and engaging activity. And if student-teacher hasn't had adequate references and/or skill to put references in their teaching he/she would starts to get nervous or even freeze during teaching. Moreover, There were also unexpected matter such as mentor-teachers who were much more unpredictable. All that student-teachers can do about those matters are that student-teachers must prepare for whatever condition and possibilities may come.

In conclusion, experience and **preparation** is necessary to prepare student-teacher to enter the school in which they are placed to practicing teaching skills. However, not all student-teachers have this trait in their preparation. For example, P-1 has never been in real teaching. However P-2 has ever been teaching before while P-5 has never been in a real teaching, either. However she observed the situation for self-preparation and this shows the idea that internal factor plays major role for whether the student-teacher initiatively adapts or keeps a gap to the new environment. Moreover, based on the interview P-1 stated that "...I was nervous because at that time I haven't had my long hair trimmed..." P-1 implied that there was indeed preparation in each student-teachers but generally speaking that wasn't enough, because to complete student-teacher's preparation before stepping into a classroom for teaching practice, student-teacher needs to:

1. Observe (Don't be idle and wait what the mentor told the student-teacher to do or when to do. Even visit the school a week before teaching practicum began)
2. Examine (As P-4 and P-4 mentioned that the students seems to be threatening at first but not after the student-teacher had a look at them thoroughly)
3. Evaluate (Student-teacher must ask themselves what strategies they will apply to deal with students, what method that suits them when dealing with students and whether their manner and appearance is good enough to communicate with the teachers and staffs)
4. Prepare (Prepare the Lesson Plan accordingly and do not hesitate to pull out an all-out performance to engage students' interest. Manage the time in writing a report given by the supervisor or the professor in charge)

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Appendices:

Interview 1. Participant-1 (P-1) Mr. J

1. Apa yang anda rasakan saat di persiapkan/di bekali materi (pembekalan dan pembagian sekolah oleh dosen dan guru pamong) sebelum memulai praktikum?
 - a. Gugup
 - b. Takut karena penampilan belum sesuai
2. Apa yang anda rasakan saat pertama kali memasuki sekolah yang di tujukan untuk praktikum?
 - a. Gugup
 - b. Stigma anak SMP yang nakal-nakal
3. Kekhawatiran apa saja kah yang saat itu muncul di benak anda?
 - a. Murid yang rebut
 - b. Takut di abaikan oleh murid
4. Apa saja persiapan anda untuk mengajar pada praktikum?
 - a. Penampilan (itu yang di nilai)
 - b. Alat (gadget, dll.)
5. Kesan apa yang timbul saat pertama mengajar di ruang kelas yang sebenarnya?
 - a. Gugup (pasti)
 - b. Setelah beradaptasi dan bersosialisasi ternyata tidak seperti yang di bayangkan
6. Bagaimanakah anda menghadapi murid-murid yang di luar dugaan anda saat anda praktik mengajar?
 - a. Memang ada murid yang nakal
 - b. Menegur itu tidak sesuai karena baru mengenal
 - c. Kita harus mengenal, mendekati, melakukan pendekatan pada anak-anak dengan perilaku khusus
7. Bagaimana menurut anda penilaian guru pamong terhadap anda?
 - a. Jarak pada komunikasi
 - b. Instruksi yang tidak konsekuen dari guru pamong
 - c. Ketersediaan waktu mengajar guru PPL yang kurang
8. Apakah ada kesan khusus terhadap guru pamong anda saat praktikum berlangsung?
 - a. Penilaian dari guru pamong di luar harapan
 - b. Guru pamong tidak konsisten
9. Pelajaran apa saja yang anda dapat setelah praktek mengajar?

- a. Mengetahui dan memahami murid
- b. Berinteraksi dengan murid dan guru
- c. Mengatasi kegugupan
- d. Cara membikin RPP dengan benar

10. Evaluasi apa yang bias anda bagikan setelah praktikum? (pesan dan saran)

- a. Persiapkan dengan benar
- b. Kumpulkan RPP untuk referensi

Interview 2. Participant-2 (P-2) Mr. L

1. Apa yang anda rasakan saat di persiapkan/di bekali materi (pembekalan dan pembagian sekolah oleh dosen dan guru pamong) sebelum memulai praktikum?

Motivasi

Gugup saat di bekali materi

Karena belum mengenal

DI nikmati dan di perhatikan baik-baik

2. Apa yang anda rasakan saat pertama kali memasuki sekolah yang di tujukan untuk praktikum?

“Excited” dan tidak sabar ingin segeramelakukan praktek

3. Kekhawatiran apa saja kah yang saat itu muncul di benak anda?

Merasa kurang percaya diri

Pengalaman untuk mengajar belum ada

Tidak yakin apakah bias mengajar dengan baik

4. Apa saja persiapan anda untuk mengajar pada praktikum?

3 persiapan:

Mental (untuk pengajaran saat di kelas)

Materi (sebaik dan semenarik mungkin supaya siswa antusias)

Doa

5. Kesan apa yang timbul saat pertama mengajar di ruang kelas yang sebenarnya?

Ternyata menjadi seorang guru tidak semudah yang di bayangkan

Ternyata guru SMP harus menghadapi murid pada fase antara anak-anak dan dewasa

Susah untuk mengkondisikan suasana kelas

6. Bagaimanakah anda menghadapi murid-murid yang di luar dugaan anda saat anda praktik mengajar?

Berusaha tetap tenang

Hadapi murid dengan perasaan

Anak SMP tidak bisa di kerasi

7. Bagaimana menurut anda penilaian guru pamong terhadap anda?

Subyektif

Guru pamong hanya melihat dari penampilan

Guru pamong tidak memperhatikan segi kedisiplinan, absensi dan kerapian

8. Apakah ada kesan khusus terhadap guru pamong anda saat praktikum berlangsung?

Untuk menghadapi PPL berikutnya guru pamong di harapkan menilai secara keseluruhan (Obyektif)

Calon guru berbeda-beda

Ke-niatan calon guru berbeda-beda

9. Pelajaran apa saja yang anda dapat setelah praktek mengajar?

Tahu bagaimana mengatur kelas

Tahu bagaimana mengatasi murid

Tahu bagaimana membuat RPP dengan benar

10. Evaluasi apa yang bias anda bagikan setelah praktikum? (pesan dan saran)

Jangan meremehkan praktikum

Karena kita tidak tahu kondisi kelas dan murid-murid

Ikuti saja apa kata guru pamong

Laksanakan perintah guru pamong dengan sungguh-sungguh

Interview 3. Participant-3 (P-3) Mr. A

1. Apa yang anda rasakan saat di persiapan/di bekali materi (pembekalan dan pembagian sekolah oleh dosen dan guru pamong) sebelum memulai praktikum?

Cukup siap

Sedikit adaptasi di sekolah

Sudah terbiasa mengajar menggunakan Bahasa Inggris

2. Apa yang anda rasakan saat pertama kali memasuki sekolah yang di tujukan untuk praktikum?

Tidak terlalu gugup

Sudah terbiasa

Memeriksa lingkungan

3. Kekhawatiran apa saja kah yang saat itu muncul di benak anda?

Kontrol murid

Sebagai guru praktek

Orang baru

Sudut pandang murid terhadap guru PPL

4. Apa saja persiapan anda untuk mengajar pada praktikum?

Mengikuti arahan guru pamong
Analisa kelas terlebih dahulu
Observasi murid

5. Kesan apa yang timbul saat pertama mengajar di ruang kelas yang sebenarnya?

Cukup canggung
Belum tahu perilaku murid
Butuh adaptasi

6. Bagaimanakah anda menghadapi murid-murid yang di luar dugaan anda saat anda praktik mengajar?

Pendekatan personal
Tidak ada marah-marah
Membimbing murid untuk mengikuti KBM

7. Bagaimana menurut anda penilaian guru pamong terhadap anda?

Nilai plus di kedisiplinan

8. Apakah ada kesan khusus terhadap guru pamong anda saat praktikum berlangsung?

Perilaku guru pamong
Mengajar dengan kasih
Tidak ada kata-kata kasar, dll.
Kelas kondusif
Kontrol murid
Kontrol murid dengan perilaku khusus

9. Pelajaran apa saja yang anda dapat setelah praktek mengajar?

Berinteraksi dengan berbagai macam murid
Menyatukan siswa untuk mengikuti kbm
Tidak ada eksklusi siswa

10. Evaluasi apa yang bias anda bagikan setelah praktikum? (pesan dan saran)

Pertama kali pasti canggung
Adaptasi
Kenali lingkungan
Kenali murid
Interaksi di luar kelas (guru dan murid) untuk pendukung mengajar di dalam kelas

Interview 4. Participant-4 (P-4) Mr. R

1. Apa yang anda rasakan saat di persiapkan/di bekali materi (pembekalan dan pembagian sekolah oleh dosen dan guru pamong) sebelum memulai praktikum?
Kaget karena belum pernah

Deg-degan

Dibekali banyak hal yang sangat berguna

2. Apa yang anda rasakan saat pertama kali memasuki sekolah yang di tujukan untuk praktikum?

Kaget karena belum pernah ke sekolah yang di tuju

Kaget karena belum kenal dengan guru dan murid

Belum tahu menahu tentang sekolah tertuju

3. Kekhawatiran apa saja kah yang saat itu muncul di benak anda?

Khawatir akan sikap murid

Khawatir akan kemampuan penerimaan pengajaran dari murid

Khawatir akan guru-guru pamong

4. Apa saja persiapan anda untuk mengajar pada praktikum?

Mental dan doa

5. Kesan apa yang timbul saat pertama mengajar di ruang kelas yang sebenarnya?

Takut

Belum kenal

Canggung, kaku

Lama-kelamaan mulai kenal

6. Bagaimanakah anda menghadapi murid-murid yang di luar dugaan anda saat anda praktik mengajar?

Banyak yang di luar dugaan

Murid yang bandel menghormati

Murid juga menjadi dekat karena ramah dan menyenangkan

Tetap tenang dan kalem

7. Bagaimana menurut anda penilaian guru pamong terhadap anda?

Sangat penting

Mereka menilai saat mengajar dan sangat obyektif

8. Apakah ada kesan khusus terhadap guru pamong anda saat praktikum berlangsung?

Kesan terhadap guru pamong seolah-olah ada yang kurang

Guru pamong dari sastra bukan PBI jadi berbeda cara mengajarnya

Baik, membantu dan ramah

9. Pelajaran apa saja yang anda dapat setelah praktek mengajar?

Jangan takut atau gugup

Hadapi dengan tenang

Menjaga hubungan dengan murid dan guru

Persiapkan RPP dan silabus dengan baik

Persiapkan mental sebelum mengajar
Perbanyak interaksi dengan murid

10. Evaluasi apa yang bias anda bagikan setelah praktikum? (pesan dan saran)
Persiapkan RPP, penting!
Tingkah laku untuk teladan murid

Interview 5. Participant-5 (P-5) Ms. S

1. Apa yang anda rasakan saat di persiapkan/di bekali materi (pembekalan dan pembagian sekolah oleh dosen dan guru pamong) sebelum memulai praktikum?
Gugup karena pertama kali mengajar
Pembekalan membantu pada kesiapan
2. Apa yang anda rasakan saat pertama kali memasuki sekolah yang di tujukan untuk praktikum?
Biasa saja
Gugup berkurang karena murid-murid rajin dan patuh (tidak terlihat nakal)
3. Kekhawatiran apa saja kah yang saat itu muncul di benak anda?
Pasti ada
Takut murid tidak memperhatikan
Takut dipandang sebelah mata karena bukan guru mereka (hanya guru PPL)
4. Apa saja persiapan anda untuk mengajar pada praktikum?
Mental dan doa
Materi
Games untuk memecah kebosanan
5. Kesan apa yang timbul saat pertama mengajar di ruang kelas yang sebenarnya?
Pertama tambah gugup
Karena murid baik dan rapi sehingga itu menjadi factor pendukung untuk kesiapan mengajar
6. Bagaimanakah anda menghadapi murid-murid yang di luar dugaan anda saat anda praktik mengajar?
Pasti ada beberapa yang nakal, di hadapi dengan tenang
Pertama di tegur dengan lembut
Jika masih nakal di minta maju kedepan untuk di hokum (menyanyi, menari dsb)
7. Bagaimana menurut anda penilaian guru pamong terhadap anda?
Guru PPL dan guru pamong dekat
Suka dengan cara mengajar
Dapat banyak nasehat (sabar, sikap teladan dll)

8. Apakah ada kesan khusus terhadap guru pamong anda saat praktikum berlangsung?
Guru pamong, halus sangat berbeda sehingga dapat mengajarkan kesabaran dan wibawa
9. Pelajaran apa saja yang anda dapat setelah praktek mengajar?
Guru bukan hanya penyampai materi
Guru juga membentuk karakter siswa
Guru harus menjadi teladan
10. Evaluasi apa yang bias anda bagikan setelah praktikum? (pesan dan saran)
Persiapkan mental (banyak komrad yang tidak siap mental)
Jangan buat murid bingung dengan sikap gugup dan lais sebagainya

